

Non-Traditional Instruction Program
Application for Districts New to the Program
2015-2016

KRS 158.070 Section 9:

Notwithstanding any other statute, each school term shall include no less than the equivalent of the student instructional year in subsection (1)(d) of this section, except that the commissioner of education may grant up to the equivalent of ten (10) student attendance days for school districts that have an alternative instruction plan approved by the commissioner of education for the use of alternative methods of instruction, including virtual learning, on days when the school district is closed for health or safety reasons, on nontraditional days, or on nontraditional time. The district's plan shall demonstrate how teaching and learning in the district will not be negatively impacted. Average daily attendance for purposes of Support Education Excellence in Kentucky program funding during the student attendance days granted shall be calculated in compliance with administrative regulations promulgated by the Kentucky Board of Education.

District

Date

Please complete the following questions as completely as possible. Expand the text boxes as necessary. Definitions can be found at the end of the question section.

- 1. a.** Briefly describe the district's plan to combat lost instruction and learning loss on adverse weather or other emergency days.

Webster County Schools is currently using web-based courseware from Edmentum that includes Study Island, Education City, Reading Eggs, Reading Eggspress and PLATO. Our teachers, instructional assistants, and students at all grade levels have access to these programs. The implementation of these programs has been for credit recovery purposes or a supplement to traditional classroom instruction. We plan to utilize these programs to combat lost instruction on adverse weather and emergency days.

- b.** How were stakeholders (students, teachers, administrators, parents, community members, etc.) involved in the development of the district's Non-Traditional Instruction plan?

All stakeholders were included in the discussion of non-traditional instruction days through our district Council of Councils meetings on April 14, 2015. The SBDM councils and student representatives from each school met with the Board of Education and district administrators to discuss district initiatives, activities within each of the six schools as well as next steps for our district. Discussion on the school calendar and non-traditional instructional days was one of the topics of discussion during this meeting. It was agreed that Webster County Schools would apply for the non-traditional instruction days.

2. What previous experience does the district have with non-traditional learning, either with blended, digital, or other non-traditional methods? Briefly express the evidence of the district's capacity to execute a successful plan.

Webster County Schools has appropriate experience with non-traditional learning by way of digital experience. Webster County Schools have integrated web-based programs in support of classroom instruction. PLATO has been used at the high school, middle school, and the alternative school. Students on Homebound Instruction and suspension are currently using PLATO software. Education City and Study Island are currently being used at the four elementary schools. All students have an e-mail account and access to technology at school. Most teachers have been trained on how to create a web page and incorporate technology in their classrooms.

3. a. What method will the district use to deliver instruction on Non-Traditional Instruction days?

Webster County School teachers will assign their students coursework that can be completed on-line for those that have Internet access. The coursework will correlate with the current subject of study in class. The assignments will consist of teacher created lessons structured to enhance individual student skills. Teachers will have the ability to create lessons and units that are specific to their classroom. Printed packets will be provided ahead of time for those students that do not have internet access allowing them to complete the course work as well.

- b. If the method is digitally-based, is there a specific learning management system (Edmodo, Blackboard, etc.) that the district will use? What other digital applications and tools will be implemented?

The programs through Edmentum that we currently have purchased will be used as our digitally-based instruction. District and school level administrators will be able to monitor each student's account and log access through PLATO, Study Island, and Education City. In addition, the teachers will be able to monitor participation of all students by checking the log access in Infinite Campus, and PLATO. Edmodo will be utilized to communicate with students. Also the new Data SEAM Grant that we received will be used to transmit recorded lessons created by the teacher to our students. All lessons will be located on the teachers webpage. Plato Courseware is a standards-based online learning program grounded in a tradition of solid research, sound pedagogy, and applied innovation. The courseware develops rigorous, relevant curriculum that challenges students with a 21st century approach - engaging them with interactive, media-rich content. This program will be utilized to prohibit students from falling behind, at grade level, or advanced, accommodate their unique needs in an environment in which they will thrive. Plato Courseware can and will be used in a blended model in which online courses supplement the traditional classroom instruction.

Teachers will be utilizing CITTs to assist them in creating original content. The Continuous Instructional Improvement Technology System, or CIITS, is a multi-phase, multi- year project designed to provide Kentucky public school educators with the 21st-century resources they need to carry out highly-effective teaching and learning in every classroom in Kentucky. In CIITS, teachers are able to access Kentucky academic standards and directly linked, aligned, high- quality, multi-media instructional resources. These classroom materials are designed to engage students in learning and reinforce the standards being taught. CIITS contains a lesson planning tool and scheduler to help teachers manage standards-based instruction in their classrooms. Teachers may also share instructional resources they design through CIITS.

EducationCity is an engaging online program that offers a variety of teaching resources and student activities for pre-K through 6th grade language arts, math, science, matemáticas, English as a second language, and a brand new subject, computing! Designed to inspire teachers and engage students in learning, EducationCity is ideal for introducing and reinforcing topics for whole-class, small group, or individual instruction.

Study Island's data-driven standards mastery programs are designed to help K–12 students master the content specified in state and Common Core standards and improve performance in core skill areas. Study Island's high-impact, high-value learning programs provide quality academic support, practice, and real-time assessment data. The immediate feedback and built-in remediation, coupled with the actionable data, enable educators to easily monitor student progress and differentiate instruction.

c. If the method is not digitally-based, please describe the instructional process.

N/A

- 4. a.** How will the district account for all students' access to on-line resources and/or equitable instructional materials for those students who do not have access to the internet and/or devices and for students who may need to access information differently?

For those students who do not have internet access, the teachers will provide one to three days of paper copies of these lessons before leaving for any break, or if instructed by the district because of impending inclement weather that has been confirmed. All students will receive the same instruction and instructional material by either means (internet, paper copy).

b. What opportunities exist for community partners to be engaged in Non-Traditional Instruction days?

Our community partners contribute to our non-traditional instruction days by providing area hot spots for Internet access. Students have computer/internet access at the public library, McDonald's and some of the housing complexes are equipped with computer labs that our students are able to use.

5. Please explain the professional learning plan the district will implement to ensure certified staff have the knowledge and capacity they need to provide quality blended, digital, or non-traditional instruction to students.

Our district has partnered with Edmentum software and has purchased on-site training through them. The continued training will strengthen the use of the web-based program with the traditional classroom instruction. The 2015-16 school year will be a pilot year for a digital learning plan in our district. Teachers will receive Data Seam training in the summer of 2015. Additionally, the 2015 Instructional Strategies Institute in July-Aug. 2015 will provide teachers with digital training to include Edmodo training. The plan is for our district to fully implement our Bring Your Own Technology digital learning in the 2016-17 school year.

6. a. Please describe the deployment of certified school staff on Non-Traditional Instruction days and describe how they will fulfill their contractual obligations on these days (access the learning management system from home, serve as facilitator at school or community access points, serve as a phone facilitator, etc.).

Certified staff will monitor web-based instruction on non-traditional instruction days by two-way communication, collaboration, questions, and/or tutoring. This will be monitored through Infinite Campus, email, and or Edmodo. On-line hours will be maintained between 8:00 AM- 11:00 AM and 12:00 PM- 3:00 PM. Certified staff will ensure that all current up-to-date packet information is available online on the teacher's web page for download.

b. Please describe the district's plan for classified school staff on Non-Traditional Instruction days. Describe how they will fulfill their contractual obligations on these days or indicate that they will make-up days at the end of the school year.

Without jeopardizing personal safety and with the permission of their immediate supervisor, classified staff may work normal hours in their assigned buildings. However, a plan will be developed with immediate supervisor to make up the missed hours either before or after school hours. Planned make up days will be added to end of calendar for professional development to fulfill their contractual obligations for these days.

- 7. a. How will information on student participation be gathered on Non- Traditional Instruction days?**

District Administrators, School Administrators, and teachers can view access logs for instructional time in PLATO, Education City, and Study Island. This provides everyone the same access to monitor student time on task and completed coursework for each student. PLATO, Education City, and Study Island, can track the amount of time spent on each lesson and mastery of each lesson. Also, teachers and administrators can monitor the programs while logged on during the non-traditional instructional days. For those students that do not have internet, a completed packet turned in upon return will be gathered for participation.

- b. How will information on staff participation be gathered on Non- Traditional Instruction days?**

Infinite Campus will be used to verify that non-traditional instructional days work has been included with traditional class work for each student's grade. Staff communication with students through emails or Edmodo will be monitored on non-traditional instruction days as a means to verify instruction. Ad-hocs can be created within Infinite Campus to analyze and evaluate student's quality of work, and the percentage of completion of assignments.

- 8. a. What learning outcomes will be met on Non-Traditional Instruction days? How will evidence of learning be gathered? (LMS reports, formative or summative assessments, projects, etc.)**

Review and reinforcement of past learning target lessons as well as demonstration of mastery will continue to progress during the duration of the non-traditional instruction day. Mastery will be measured through formative and summative assessment upon return to school. Upon return to school, teachers will measure mastery of the content assigned based on the performance of a post-assessment. The main outcome is to maintain classroom instruction. For our elementary students they will work on Reading and Math while online with Education City, or Study Island. Middle and High school students will work on Core Content areas by accessing the PLATO course-ware assigned to them. The Administrative Staff will evaluate the percentage of completion of assignments, and the quality of work completed on non-traditional instructional days.

- b.** What method will the district use to ensure the learning on Non-Traditional Instruction days parallels the learning on regular instruction days?

Teachers have the flexibility to assign their students lessons that can be completed on-line for those who have internet service. The assignments will correlate with the current course of study in the class. The coursework will be teacher created and focus on enhanced individual student needs and skills. These lessons will be created through PLATO, Education City, and Study Island. Teachers will be able to select pre-identified skills for mastery through these on-line programs, and will be able to create lessons that meet the classroom instruction.

- 9. a.** Please explain how the district will ensure implementation of Individual Education Programs (IEP) for students with disabilities (SWD), including how the students' Admissions and Release Committees (ARC) will be involved in planning for and making decisions related to the participation and needs of SWD on Non-Traditional Instruction days.

Special education teachers will collaborate with all instructional staff (regular education teachers, administrators) to ensure all special needs students receive appropriate accommodations with all assignments. Discussions will take place in the ARC annual review to include how instruction will take place on Non-Traditional Instruction days. Will instruction be digital or hard-copy. This will be communicated to all stakeholders once approved for the non-traditional instruction days.

- b.** Please explain how the district will ensure the implementation of other student specific plans, such as Program Services Plans (PSP) for students who are English learners, and the Gifted Student Service Plans (GSSP) for students who are gifted and talented.

ESL students will be afforded the opportunity to use Rosetta Stone lessons to continue learning on the non-traditional instruction days. Webster County ESL instructors will provide lessons to these students and stay in contact with them during this time. As for the GSSP students, other supplemental lessons (lessons that are geared for the particular student that will enhance the learning for their particular gift) will be provided by the gifted and talented instructor on their web-page.

- 10.** In what ways will the district inform the community about Non-Traditional Instruction days and highlight the instruction and learning occurring on these days? (Facebook, Twitter, district websites, etc.)

Webster County Schools utilizes the district web-page, Facebook, Infinite Campus one call, and the 1 WC text messaging program as well as the local media outlets. The district would use these outlets to inform parents and students that a Non-Traditional Instruction day was being used and to login to their teachers web-page for further instructions on assignments.

Definitions

ARC

An Admissions and Release Committee (ARC) is a group of individuals described in [707 KAR 1:320, Section 3](#), that is responsible for developing, reviewing, or revising an individual education program (IEP) for a child with a disability.

Blended Learning

Blended learning is a formal education program in which a student learns: (1) at least in part through online learning, with some element of student control over time, place, path, and/or pace; (2) at least in part in a supervised brick-and-mortar location away from home; (3) and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience. (Clayton Christianson Institute for Disruptive Innovation)

Digital Learning

Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction. (Alliance for Excellent Education)

Equitable Instructional Materials

Equitable instructional materials are tools used to assist in student learning of various formats that provide equal levels of content, rigor, and opportunity to all learners.

GSSP

A Gifted Student Services Plan is an educational plan that matches a formally identified gifted student's interests needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel. The determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment. (Kentucky Department of Education)

IEP

An Individual Education Program (IEP) is a written statement for a child with a disability that is developed, reviewed and revised in accordance with [707 KAR 1:320](#).

Learning Management System (LMS)

A Learning Management System (or LMS) is a software that enables the management and delivery of learning content and resources to students. It is used to plan, implement, and assess a specific learning process. Most LMS systems are web-based to facilitate "anytime, anywhere" access to learning content and administration. (EdTech Review) Examples of a learning management system include Blackboard, Canvas, Edmodo, Moodle, Schoology, etc.

Non-Traditional Instruction Day

A Non-Traditional Instruction Day is a day in which school has been cancelled due to weather or other reasons and non-traditional instructional methods are implemented in order to maintain academic continuity and reduce student learning loss.

Non-Traditional Learning

Non-traditional learning is any process of gaining knowledge that occurs outside the traditional methods of delivery/mode, time, or setting.

PSP

A Program Services Plan is an educational plan for each student identified as having limited English proficiency. The PSP should include the following: the reasons for identification (results of the W-APT screener, and when available, the ACCESS for ELLs® annual language assessment), level of English proficiency, previous academic background and experience, cultural and language history, service delivery model/s for English language instruction, and all appropriate instructional and assessment accommodations and/or modifications. (Kentucky Department of Education)

Stakeholders

Stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups. (Great Schools Partnership)

SWD

A student with a disability (SWD) is a child evaluated in accordance with [707 KAR 1:300](#), as meeting the criteria listed in the definitions in this section for autism, deaf-blindness, developmental delay, emotional-behavior disability, hearing impairment, mental disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment which has an adverse effect on the child's educational performance and who, as a result, needs special education and related services.

We certify that this application was reviewed and approved by the _____ Webster County _____
(school district)

Board of Education at a regular meeting of the Board on _____
(date)

Superintendent

Date

Local Board of Education Chair

Date

Terry Holliday, Commissioner of Education

Date

Application Deadline: May 1, 2015

Please download this application and return the completed form, including required signatures (scan completed document as a PDF file) to beth.peterson@education.ky.gov or mail to:

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